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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on evaluating industry services programs. The first learning activity is designed to provide the learner with the needed background information on the process of determining whether the objectives of the program have been achieved. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to evaluate an industry services program in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklists) are included for use by the learner and instructor/supervisor to assess progress. Case study information, an outline for assessing training, a trainee checklist for appraising industry services programs, a statistical summary sheet, and an evaluation planning worksheet are appended for guidance in performing the learning activities. (JT)

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MODULE NUMBER XIII

EVALUATING INDUSTRY SERVICES PROGRAMS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SELF-PACED INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to evaluate an industry services program in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A-1) is used by the learner and the instructor/supervisor to assess progress in a practice situation. The **Performance Checklist** (Appendix A-2) is designed to be used in the real work situation.

After reading the **Objectives** and the **Introduction** on page 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for evaluating industry services programs, you may not need to complete **Learning Activity I**, p. 4 .
* If you already have had **practice** in evaluating industry services programs, you may not need to complete **Learning Activity II**, p.13 .
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p.14 , and evaluate an industry services program when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing you progress at any time.

SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, additional information on the topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* Mason, Ralph E. **Coperative Occupational Education and Work Experience in the Curriculum**. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

* Wentling, Tim L. **Evaluating Occupational Education and Training Programs**. Boston, Massachusetts: Allyn and Bacon, Inc., 1975.

Learning Activity II

* References cited in Learning Activity I

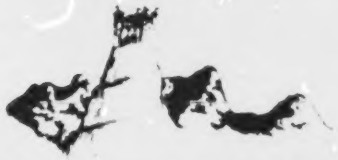
Check-Out Activity

* Administrator of vocational-technical education

* Client company representatives

* Trainees and/or graduates of the training program

* Training program instructors



OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate that you have attained the knowledge of evaluating industry services programs. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in evaluating an industry services program in a practice situation. Your work must conform to the worksheet and checklist provided. **(Learning Activity II)**

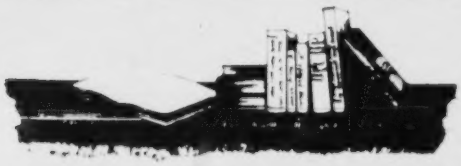
III. In an actual work situation, evaluate an industry services program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A-2) are rated "yes." **(Check-Out Activity)**

EVALUATING INDUSTRY SERVICES PROGRAMS

INTRODUCTION

The ability to develop devices for measuring the results of training programs is possibly the most difficult problem encountered by the industry services leader. Evaluation is the process of determining if the objectives of the program were achieved. In too many cases, evaluation information consists merely of a written or verbal expression from a vice-president or some other company official indicating that the start-up time was probably reduced as a result of the pre-employment training provided by the institution. More objective information and data are needed to judge the effectiveness of industry services.

Evaluation should not be thought of as the final step to be achieved in a training program, but as an interwoven part of the entire program. However, this module will focus on final evaluation procedures nearing and following the completion of the industry services program. The purpose of this module is to provide information to aid you in evaluating industry services programs.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following pages. You may wish to read supplementary information from the outside sources listed in the module. After reading these materials, you will demonstrate knowledge of evaluating industry services programs by completing the **Learner Self-Test**, p. 9. You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 11.

I. TERMS UNIQUE TO MODULE

A. **Accountability**. To be able to justify training program activities and costs.

B. **Assessment**. Used synonymously with the the term "evaluation."

C. **Evaluation**. Steps taken to determine if objectives were met effectively and efficiently.

II. REASONS FOR EVALUATING THE TRAINING PROGRAM

A. To guide in planning future programs

B. To identify alternative training methods and means

C. To provide a basis for upgrading program personnel

D. To determine if the program was cost effective

E. To insure the accountability of expenditures

III. PITFALLS TO AVOID WHILE EVALUATING A TRAINING PROGRAM

A. Informal evaluation techniques and procedures which lead to haphazard, unorganized evaluation and unreliable information

B. Fragmented or isolated bits of information collected without purpose or direction

C. Evaluations conducted to yield information to satisfy immediate and temporary needs, rather than to serve as guides for future program improvements

D. A lack of real commitment on the part of industry and the training institution to evaluation procedures. It is often taken for granted that sound program evaluation

can be conducted by anyone. The truth is, however, that the endeavor calls for a person with the expertise to effectively get at the facts. This calls for strong support from those who have participated in the program.

E. Evaluation procedures which have been narrowly focused. Evaluation is more than an assessment of how many people enrolled in the program. The evaluation should consider all aspects of the training program, from a study of the adequacy of the training facility to the effectiveness of the graduation exercises. (See Appendix B for example questions which may be included in evaluation instruments.)

IV. DECISION AREAS TO BE CONSIDERED IN EVALUATION ACTIVITIES

A. **Planning**. Planning decisions are those which focus on objectives and means for accomplishing the objectives. Was sufficient emphasis given to planning?

B. **Programming**. Programming decisions specify procedures, personnel, facilities, resources, and time requirements for implementing the planned program. What were the strengths and weaknesses in programming?

C. **Implementing**. Implementing decisions include those which direct programmed activities. What were the strengths and weaknesses of program implementation?

D. **Recycling**. Recycling decisions include those necessary for terminating, sustaining, adjusting, or drastically modifying the training program or its parts to obtain maximum results. Were recycling activities carried out effectively and efficiently?

V. EVALUATION CATEGORIES THAT CORRESPOND TO THE FOUR DECISION SITUATIONS ABOVE

A. **Context evaluation is employed in assessing the planning stage. It is conducted to:**

1. Identify the goals and objectives of the training program;
2. Define the environment in which the program took place;
3. Determine the unmet needs (trainee needs, client company needs, institution needs, and state needs);
4. Identify the constraints and problems underlying those needs; and
5. Determine the opportunities for meeting those needs.

B. Input evaluation is used to identify and assess the capabilities of the institution in providing industry services, and to investigate alternative strategies to achieve identified goals and objectives. The end product of input evaluation is an analysis of alternative procedures in terms of potential costs and benefits. Alternatives are basically assessed in terms of resource, time, and budget requirements. Consideration is given to the potential barriers, the consequences of not overcoming these barriers, and the costs for overcoming them.

C. Process evaluation is used to detect defects in the procedures used to implement or operationalize the training program. Process evaluation should determine if the program or course was implemented as originally planned. The evaluation should identify and monitor on a continuous basis the potential sources of failure. This includes the following problem areas:

1. Leadership provided for the program
2. Interpersonal relationships among staff
3. The performance of instructors in the training situation
4. The extent to which people who were involved in the program were in agreement with its intent
5. Adequacy of training resources
6. The time schedule

D. Product evaluation is used to determine the degree to which the intended objectives and goals were met, and to relate context, input, and process in the measurement and interpretation of the outcomes. Product evaluation is used to determine the effectiveness of a program or course after it has been completed.

VI. FOCUS OF THE EVALUATION ACTIVITIES

A. Learners served

B. Goals and objectives of the training program

C. Organization of program activities

D. Personnel engaged in planning and conducting program

E. Instructional content

F. Teaching methods

APPENDIX E

CASE STUDY INFORMATION

An industry services program has been in progress in your community for several weeks. The program was designed to train manpower for a metal casting manufacturing company.

The plant for which the manpower is being trained is expected to eventually employ approximately 150 persons. Trainees will be provided two types of training: (1) orientation and basic principles of metal casting, and (2) specialized training.

The orientation and basic principles of the metal casting phase of the program served to accomplish the following objectives: (1) to minimize misunderstanding about the metal casting industry; (2) to generate enthusiasm for the training program; (3) to help the individual develop a positive attitude toward his/her job; and (4) to help the individual understand the importance of each worker doing his/her share of the work to insure a quality product.

The specialized training involves instruction in the areas of melting, molding, coremaking, and cleaning and finishing. Instruction in each area is being conducted by specialists who are provided by the client company.

Most of the specialized training is being conducted in your local vocational facilities. However, some specialized training is being conducted in the client company plant on production equipment. Some of the equipment needed for training in the vocational complex was borrowed from the client company. All supplies and materials were furnished by the client company with the exception of textbooks, which are provided by the state.

All classes are held on Monday and Wednesday evenings from 6:00-9:00 p.m. A group of 40 persons will begin the training program on October 4 and are scheduled to continue until November 17. The total amount of time for both the orientation and specialized training will be seven weeks. At the end of the seven-week period the company will select 35 of the trainees as employees of the new plant. A second group of 40 trainees will begin training on November 22. The second group will also receive

VIII. PERSONS INVOLVED IN EVALUATION ACTIVITIES

A. **Administrative personnel**

1. Vocational-technical education director
2. Training institution superintendent or president

B. **Industry services leader**

C. **Instructor (s)**

D. **The trainees**

E. **Training institution counselors**

F. **Employment service personnel**

G. **Client company representatives**

*Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before you practice certain aspects of evaluating industry services programs. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may want to refer back to parts of the module information.

1. List three pitfalls to avoid while evaluating a training program.

   a.

   b.

   c.

2. There are several reasons for evaluating a training program. Circle the ones you think are important.

   a. To guide in the planning of future programs

   b. To identify alternative training methods and means

   c. To provide a basis for upgrading program personnel

   d. To determine if a program was cost effective

   e. To insure the accountability of expenditures

3. List four persons involved in the evaluation of a training program.

   a.

   b.

   c.

   d.

4. List four methods of evaluating a training program.

   a.

   b.

   c.

   d.

ANSWERS TO SELF-TEST

1. Any three of the following:
   a. Informal evaluation techniques and procedures
   b. Fragmented or isolated bits of information
   c. A lack of real personnel commitment
   d. Evaluation procedures which have been narrowly focused
2.
   a.
   b.
   c.
   d.
   e.
3. Any four of the following:
   a. Vocational-technical education director
   b. Training institution superintendent or president
   c. Industry services leader
   d. Instructors
   e. Trainees
   f. Training institution counselors
   g. Employment service personnel
   h. Client-company representatives
4. Any four of the following:
   a. Observations by leaders
   b. Ratings by a superior
   c. Observations by peers
   d. Self-ratings
   e. Ratings by trainees
   f. Instructor performance tests

*Proceed to the next learning activity for practice in evaluating an industry services program.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

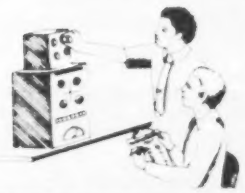
You will be required to practice evaluating certain aspects of an industry services program. You may wish to refer back to part of the module information. You may wish to read one or more articles on evaluating occupational education programs from outside resources. You must complete the **Evaluation Planning Worksheet** (Appendix F). Proper completion of the worksheet will provide evidence of competency in evaluating an industry services program in a practice situation. You will be assessing your practice performance activities using the **Performance Checklist**, Appendix A-1.

I. Read the **Case Study Information** presented in Appendix E. Visualize youself as having the responsibility of evaluating this program as to its overall effectiveness. Assume you have been involved in all phases of the program. You have had the opportunity to assist in planning the program, and to observe the instructional activities, the facilities, the instructors, and the learners.

II. Using the case study information as a guide and the knowledge you have acquired up to this point, develop answers to the questions presented in the **Evaluation Worksheet** (Appendix F).

III. Use the **Performance Checklist** from Appendix A-1 to check your competency in responding to the evaluation questions. For satisfactory performance, all items on the checklist must be marked "yes."

*Completion of the previous learning experience should have prepared you for evaluating an industry services program in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You must evaluate an industry services program in an actual work situation. Completion of the assignment will require that you perform the following tasks: determine the objectives of the evaluation; determine how the information and data will be used; determine how the information and data will be collected; determine who will conduct the evaluation activities; and determine when each phase of the evaluation will be completed. You must interview client company representatives, instructors, and trainees to collect needed information and data. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A-2) must be rated "yes."

*After completion of the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A-1

PERFORMANCE CHECKLIST

Evaluating industry services programs in a practice situation.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

Did the plan for evaluating industry services programs in a practice situation provide for:

1. Working with other staff members and interested people to determine what means or methods were to be used to evaluate the programs? ☐
2. Determining goals and objectives to be achieved during the evaluation activities? ☐
3. Checking standards of performance required for learner progress? ☐
4. Conducting a follow-up study of program graduates? ☐
5. Reviewing of such components as staff preparation, availability of instructional materials, and appropriateness of facilities and equipment? ☐
6. Interviewing program staff members for their perceptions of the strengths and weaknesses of the training program? ☐
7. Determining critical factors which contributed to the strengths and weaknesses of the program? ☐
8. Conducting a cost-benefit study of the program? ☐
9. Providing statistical reports required by the training institution and the state? ☐

APPENDIX A-2

PERFORMANCE CHECKLIST

Evaluating industry services programs in a real job situation.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. A list of objectives for evaluating the industry services program served as a basis for the evaluation. ☐
2. Representatives of all participants in the training program were interviewed. ☐
3. The interview procedures were directed by carefully prepared forms. ☐
4. The evaluation was conducted by persons who were thoroughly acquainted with the program. ☐
5. The evaluation information collected covered the major components of the training program. ☐

☐

☐

☐

☐

APPENDIX B

OUTLINE FOR ASSESSING TRAINING PROGRAM

PLANNING TRAINING PROGRAM

1. Was enough planning time available prior to the start of the training program?
2. Did the various agencies involved spend an adequate amount of time preparing for the training program?
3. Were the responsibilities for planning made clear to all concerned parties?
4. Was sufficient training provided for instructors prior to the start of the training program?
5. Were the manpower requirements clearly identified prior to the start of the training program?
6. Was a proper study made of the manpower availability prior to the start of the program?

ORGANIZING TRAINING PROGRAM

1. Were the industry skills to be taught properly identified?
2. Were instructional materials developed based upon industry skills required?
3. Were instructional materials properly organized for effective use?
4. Were facilities and equipment ready for use?
5. Were proper communication channels established for the industry services staff?
6. Were proper communication channels established for prospective trainees?

MANAGING TRAINING PROGRAM

1. Did the proper number of trainees enroll in the training program?
2. Did the training program start on schedule?
3. Did the training program close-out date parallel the plant start-up date?
4. Was the length of the training program appropriate?
5. Did trainees receive the proper amount of training?
6. Were the instructional materials developed for the program used effectively?
7. Were the instructional activities appropriate to industry needs?
8. Was instruction handled efficiently (without redundancy or lost time)?
9. Was the training program properly monitored and coordinated?

EVALUATING TRAINING PROGRAM

1. Were the skills acquired by the trainees recorded?
2. Were opportunities provided for industry personnel to periodically review the progress of trainees?
3. Were the achievements of the trainees certified?
4. Were competent trainees provided opportunities for placement?
5. Were trainees satisfied with placement opportunities?
6. Did trainees progress on the job?
7. Are plans being made to use instructional materials produced for the program in future training efforts?

APPENDIX C

TRAINEE CHECKLIST FOR APPRAISING INDUSTRY SERVICES PROGRAM

*What did you think was good about the program? Check all that apply.

_____ The program helped me learn how to perform the tasks.

_____ The program helped me pass the tests.

_____ The program helped me perform the tasks.

_____ The program was interesting.

_____ The instructional aids were good.

*What did you think was wrong with this program? Check (✓) all that apply. This information will help improve future training programs.

_____ Did not understand the purpose of the program.

_____ Did not understand the information given during the program.

_____ The program had nothing to do with preparing for a job.

_____ The program took too long to complete.

_____ The program was too hard to complete.

_____ Did not understand the meaning of some instruction.

_____ The program needed more pictures, demonstrations, and illustrations.

_____ Did not have an opportunity to perform the tasks.

*How could the program be improved? Comments: _____

_____

_____

_____

_____

APPENDIX D

STATISTICAL SUMMARY SHEET
Jackson Electric Tool Company
Start-up Training Information
Jackson Junior College

STARTING DATE: 11-5-77

ENDING DATE: 12-20-77

1. Total number that enrolled in program: _____
2. Number of dropouts: _____
3. Number completing: _____
4. Number hired: _____
5. Number who were offered employment: _____
6. Number who declined employment: _____
7. Reasons why some trainees were not hired:

8. Reasons why some trainees declined employment opportunity:

9. Number which were placed in other jobs: _____
10. Information on program success:
    a. Trainee attitudes after training program
    b. Trainee competencies
    c. Instructional strengths and weaknesses

APPENDIX E

CASE STUDY INFORMATION

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The specialized training involves instruction in the areas of melting, molding, coremaking, and cleaning and finishing. Instruction in each area is being conducted by specialists who are provided by the client company.

Most of the specialized training is being conducted in your local vocational facilities. However, some specialized training is being conducted in the client company plant on production equipment. Some of the equipment needed for training in the vocational complex was borrowed from the client company. All supplies and materials were furnished by the client company with the exception of textbooks, which are provided by the state.

All classes are held on Monday and Wednesday evenings from 6:00-9:00 p.m. A group of 40 persons will begin the training program on October 4 and are scheduled to continue until November 17. The total amount of time for both the orientation and specialized training will be seven weeks. At the end of the seven-week period the company will select 35 of the trainees as employees of the new plant. A second group of 40 trainees will begin training on November 22. The second group will also receive

seven weeks of training, which will terminate on January 5. Thirty-five trainees selected from the second group will bring the company's work force to 70 persons in addition to the present company employees.

Due to the limited time involved in the training program, the trainees are not expected to attain craftsman status during the training period. However, the training program should enable plant personnel to select individuals who can easily learn to perform the operations involved.

The following agencies are basically responsible for the complete operation of the training program:

1. The state employment service will be responsible: (1) for taking applications; (2) interviewing and screening applicants; and (3) testing and referring applicants to the training program.
2. The state division of vocational-technical education will be responsible for the overall coordination of the training program.
3. The state research and curriculum unit will assist in the selection of materials to be used in the metal casting training program.
4. The local vocational-technical education complex will provide the facilities and the necessary assistance for carrying out the training within these facilities.
5. The client company will assist in the overall planning and execution of the training program. Some of the client company's specific responsibilities are: (1) selecting instructors; (2) providing equipment; (3) providing materials; and (4) selecting trainees for employment.

APPENDIX F

EVALUATION PLANNING WORKSHEET

What plans will be made for each of the following:

1. Making a list of the reasons for evaluating the industry services training program?
2. Working with other staff members and interested people to determine what means or methods should be used to evaluate the training program?
3. Determining the goals and objectives to be achieved during the evaluation activities?
4. Reviewing the written objectives which formed the strategy of the training program?
5. Checking standards of performance required for learner progress?
6. Conducting a follow-up study of program graduates? It is recommended that a sample of program graduates be interviewed to obtain information. Refer to Appendix C for possible questions to ask.
7. Conducting a program review of such components as staff preparation, availability of instructional materials, and appropriateness of facilities and equipment? Refer to Appendix B for possible questions to pursue.
8. Interviewing program staff members for their perceptions of the strengths and weaknesses of the training program?
9. Determining the critical factors which contributed to the strengths and weaknesses of the program?
10. Conducting a cost-benefit study of the program?
11. Providing statistical reports required by the training institution and state? Refer to Appendix D for sample data required.

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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